

Study on the Construction of Practical Teaching Bases for the Major of Cultural Industry Management in Colleges and Universities

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Abstract: Colleges and universities are the cradle for cultivating talents in cultural industry management. They should actively promote the construction of practical teaching bases for this major, facilitate the connection between industrial development, job skills and practical teaching, and thereby improve the quality of teaching and talent cultivation. This paper expounds on the importance of practical teaching bases for the major of cultural industry management in colleges and universities, analyzes the current situation of the construction of practical teaching bases, and puts forward reform strategies from four aspects: constructing intelligent on-campus practical training bases, establishing off-campus practical teaching bases, strengthening the construction of teaching staff, and improving the management system. The purpose is to enhance the teaching quality and talent cultivation quality of the cultural industry management major.

Keywords: Cultural industry management major; Practical teaching base; Current construction situation; Reform path

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1. Introduction

With the in-depth advancement of China's cultural power strategy, the cultural industry has witnessed vigorous development, and the demand for cultural industry management talents has been increasing year by year. Against this backdrop, colleges and universities should base themselves on the development needs of the cultural industry, continuously deepen the construction of practical teaching bases for the cultural industry management major, attach great importance to the development of both on-campus and off-campus practical teaching bases, invite enterprises to participate in the construction of these bases, and introduce new technologies and concepts from enterprises. This will enable students to master the job skills required for cultural industry management in advance, thereby enhancing their professional competencies and laying a solid foundation for the high-quality development of the cultural industry. However, at present, the construction of practical teaching bases for the cultural industry management major in colleges and universities is confronted with such problems as imperfect operating mechanisms, the need for improvement in the professional competence of teachers, and the lagging development of off-campus practical teaching bases. These issues have affected the quality of teaching and talent cultivation. Therefore, this paper conducts an in-depth study on the construction path of practical teaching bases for the cultural industry management major in colleges and universities, aiming to provide

references for the construction of practical teaching bases in colleges and universities.

2. The Importance of Colleges and Universities Promoting the Construction of Practical Teaching Bases for the Cultural Industry Management Major

2.1. Conducive to Advancing the Reform of Practical Teaching in the Cultural Industry Management Major

Practical teaching occupies a crucial position in the teaching of the cultural industry management major. It not only imparts to students job-related skills such as cultural project planning, cultural (program) planning, film and television planning, and the integration of culture and tourism but also enables students to master theoretical knowledge through practice, thereby improving the quality of professional teaching^[1]. Therefore, colleges and universities should continuously deepen the construction of practical teaching bases for the cultural industry management major, invite enterprises to participate in the construction of on-campus and off-campus practical teaching bases, introduce new equipment such as artificial intelligence, digital media, and virtual reality, improve the practical teaching environment, guide students to understand the new development trends, technologies, and concepts of the cultural industry, and stimulate their enthusiasm for practical training. This will enhance their practical abilities and further improve the quality of practical teaching in the cultural industry management major.

2.2. Conducive to Enhancing the Quality of Talent Cultivation in Cultural Industry Management

In the new media era, enterprises have increasingly higher requirements for cultural industry management talents. In addition to solid professional knowledge, enterprises also require talents to possess good innovative capabilities, planning capabilities, and professional ethics. Against this backdrop, colleges and universities should adhere to an employment-oriented approach, actively improve the practical teaching environment for the cultural industry management major, build intelligent training bases and industry-university-research teaching bases, and facilitate the connection between industrial development, job skills, and practical teaching. This allows students to master professional skills such as cultural industry project planning, film and television project management, exhibition planning, and museum exhibitions in advance, enhance their practical abilities, and thus contribute to improving the quality of talent cultivation in the cultural industry management major^[2].

2.3. Conducive to Improving Students' Employability

In recent years, the employment situation for college students has become increasingly severe, and many college students have experienced psychological problems such as employment anxiety and depression. To improve the employability of students majoring in cultural industry management, colleges and universities should continuously improve the management systems and teaching facilities of practical teaching bases, and actively build industry-university-research-application training bases. This enables students to master vocational skills related to the cultural industry through practice, stimulate their enthusiasm for innovation and entrepreneurship, and thereby enhance their employability^[3]. Furthermore, practical teaching bases can serve as a new bridge for the integration of industry and education as well as school-enterprise cooperation. They facilitate enterprises' participation in the practical teaching and talent cultivation of the cultural industry management major, helping students meet enterprises' employment standards. In this way, students can secure employment smoothly after graduation, alleviating the current problem of difficult employment for college students^[4].

3. Current Status of the Construction of Practical Teaching Bases for the Cultural Industry Management Major in Colleges and Universities

3.1. Lagging Construction of Off-Campus Practical Teaching Bases

At present, the construction quality of off-campus practical teaching bases for the cultural industry management major in colleges and universities varies greatly, which is mainly reflected in the following two aspects. Firstly, some colleges and universities blindly pursue the quantity of off-campus practical teaching bases without investigating the qualification, industry reputation, and practical resources of cooperative enterprises. This results in practical teaching bases being unable to meet the needs of practical teaching and failing to provide students with job positions related to cultural industry management, thereby affecting the effectiveness of practical teaching^[5]. Secondly, some schools take cultural institutions such as art galleries and museums as off-campus practical teaching bases, but lack a sound practical teaching guidance system. This prevents students from participating in the operation management, event planning, and other work of these cultural institutions, hindering the improvement of their practical abilities.

3.2. Need for Improvement in the Management Mechanism of Practical Teaching Bases

The management mechanism of practical teaching bases for the cultural industry management major in colleges and universities is incomplete, which is manifested in unclear division of responsibilities between schools and enterprises in teaching and talent cultivation, delayed updates of the base's hardware and software facilities, and imperfect practical teaching system. These issues have impacted the teaching quality of practical teaching bases. For instance, the division of management responsibilities for practical teaching bases between schools and enterprises is not clear, and enterprise job skills and cultural industry management cases are not integrated into teaching. This leads to a disconnect between practical teaching content and industrial development, affects students' understanding of the cultural industry management process, and makes it difficult to exert the teaching and talent cultivation value of practical teaching bases^[6].

3.3. Need for Improvement in the Quality of the Practical Teaching Faculty

A teaching team with solid professional knowledge, outstanding practical capabilities, research capabilities, and innovative capabilities is an effective guarantee for promoting the construction of practical teaching bases for the cultural industry management major. However, currently, most teachers of the cultural industry management major in colleges and universities start teaching directly after graduation, lacking practical experience in the cultural industry. They have insufficient in-depth understanding of cultural event planning, film and television project management, and cultural-tourism integration project planning, and thus cannot provide students with professional practical guidance, which is not conducive to the improvement of students' practical abilities^[7]. In addition, schools have hired enterprise experts as part-time teachers, but due to the heavy workload of these part-time teachers, they do not have enough time and energy to invest in practical teaching, which has affected the construction of practical teaching bases.

4. Reform Paths for the Construction of Practical Teaching Bases for the Cultural Industry Management Major in Colleges and Universities

4.1. Empowering Practical Teaching with AI to Build Intelligent On-Campus Practical Teaching Bases

In the era of artificial intelligence, colleges and universities should transform their concepts of practical teaching base construction, focus on the professional characteristics of cultural industry management, and build intelligent on-campus practical training bases. By enabling AI to empower practical teaching, they can effectively upgrade the hardware and software facilities of practical teaching bases, laying a solid foundation for improving the quality of practical teaching. Firstly, colleges and universities should increase capital investment in the construction of practical teaching bases, actively introduce technologies such as AR/VR, artificial intelligence, big data, and cloud computing, and build intelligent

practical teaching bases. This upgrading of hardware and software facilities will meet the practical teaching needs of the cultural industry management major and provide a solid foundation for the reform of practical teaching^[8]. For example, schools can use AR/VR technology to simulate museum scenarios, creating immersive museum exhibitions, virtual display and explanation of cultural relics, and other scenarios. This allows students to experience the smart museum model, gain in-depth understanding of the application of AR/VR technology in museums, and learn practical skills such as exhibition planning and museum project planning in virtual environments, thereby enhancing their practical abilities. Secondly, schools should also actively introduce equipment such as 3D printers and online teaching platforms, and divide practical teaching bases into online teaching areas and practical experience areas. This promotes the connection between theoretical and practical teaching, enabling students to master theoretical knowledge through practice and improve their learning abilities. For instance, teachers can design practical training projects for cultural and creative product promotion planning: students use 3D printers to produce cultural and creative products, and then design promotion plans based on the characteristics of these products. This helps improve their design capabilities and event planning capabilities^[9].

4.2. Deepening the Integration of Industry and Education to Establish Off-Campus Practical Teaching Bases

Colleges and universities should continuously deepen the integration of industry and education as well as school-enterprise cooperation, and establish off-campus practical teaching bases. They should regularly organize students majoring in cultural industry management to participate in off-campus internships, enabling students to engage in work such as cultural industry planning, management, and promotion. This enriches their practical experience and enhances their professional skills. For example, schools can establish cooperative relationships with cultural institutions such as cultural and creative companies, film and television companies, museums, and art galleries to set up a number of off-campus practical teaching bases. Based on the content and progress of practical teaching in cultural industry management, off-campus practical teaching activities can be carried out: students are arranged to visit and learn in-depth in these cultural institutions, and participate in work including exhibition planning, cultural project management, and smart cultural tourism project planning. This helps improve their on-the-job practical abilities and gives full play to the value of off-campus practical teaching bases^[10]. In addition, schools can also cooperate with local cultural and tourism bureaus and scenic spots, designating scenic spots as off-campus practical teaching bases, and jointly carrying out projects such as “rural cultural tourism resource development”. Students majoring in cultural industry management can participate in various links of the project, such as project research, scheme design, and operation promotion. This not only improves students’ abilities in project planning, management, and implementation but also contributes to the development of the rural cultural tourism industry. Furthermore, colleges and universities should actively establish “industry-university-research-application” practical teaching bases, and form R&D teams together with enterprises and research institutions. These teams can conduct research on emerging industries such as the integration of culture and tourism, smart tourism, and intangible cultural heritage. By involving students in project research, new projects and technologies that meet the development needs of the local cultural industry can be developed. This accelerates the transformation of scientific research achievements, improves students’ research and innovation capabilities, and cultivates more interdisciplinary talents in cultural industry management^[11].

4.3. Strengthening the Construction of Teaching Staff to Promote the Development of Practical Teaching Bases

A high-quality teaching staff is a key force in advancing the construction of practical teaching bases for the cultural industry management major in colleges and universities. On one hand, it can optimize practical teaching content; on the other hand, it can ensure the rational use of intelligent teaching equipment, thereby improving the quality of practical teaching base construction^[12]. Firstly, schools should regularly arrange teachers of the cultural industry management major to take temporary positions in enterprises for practical training. This allows teachers to participate in work such as project

planning, operation, and promotion at cultural and creative companies, museums, film and television companies, and new media platforms. By doing so, teachers can enrich their practical experience in the cultural industry, enhance their practical capabilities, and develop into “dual-qualified teachers” (teachers with both academic expertise and industry practice experience), which in turn helps further optimize practical teaching content. Through temporary enterprise positions, teachers can master practical skills such as cultural project planning, cultural-tourism integration project planning, and smart exhibition design, improve their professional competence, and pass on the vocational skills they have learned to students. This optimizes practical teaching content and enhances the quality of practical teaching base construction^[13]. Secondly, schools should also actively hire enterprise experts as part-time teachers, introduce typical work cases in the cultural industry and intelligent enterprise equipment, improve the teaching environment of practical teaching bases, optimize the teacher structure, and elevate the level of teaching staff construction. Enterprise experts can guide students in using equipment in practical teaching bases, such as 3D printers and AR/VR immersive exhibition systems, help students master skills in cultural project planning, operation, and management, and stimulate their enthusiasm for independent learning. This encourages students to actively participate in practical training, thereby improving the quality of practical teaching and demonstrating the value of practical teaching bases in enhancing teaching quality.

4.4. Improving the Management Mechanism of Practical Teaching Bases to Enhance Construction Standards

Firstly, colleges and universities should attach importance to the operation and management of practical teaching bases for the cultural industry management major, improve the management mechanism, and clarify the work responsibilities of both schools and enterprises in aspects such as training base investment, teaching equipment management, and teaching content development. This ensures the smooth operation and development of practical teaching bases. For example, schools and enterprises can jointly formulate management regulations for practical teaching bases, specifying standards for the maintenance and update of hardware and software facilities, responsibilities for practical teaching, and responsibilities for talent cultivation. This enables enterprises to participate in work such as equipment maintenance and the design of talent cultivation programs, integrating high-quality teaching resources to promote the development of practical teaching bases^[14]. Secondly, schools should also formulate management systems for the transformation of scientific and technological achievements in practical teaching bases and the training for vocational skills competitions. These systems should clarify the ownership of scientific research achievements and the process of transforming scientific and technological achievements, accelerate the transformation of such achievements, and strengthen the protection of intellectual property rights, thereby improving the research level of colleges and universities. For instance, schools, research institutions, and enterprises should clearly define the ownership and right to use scientific research achievements, promptly apply for invention patents, and transform scientific research achievements into productive forces to help enterprises solve technical problems. This improves the conversion rate of scientific and technological achievements and promotes the development of practical teaching bases for the cultural industry management major^[15]. At the same time, schools should regularly evaluate the teaching achievements, teaching content, and teaching evaluation of practical teaching bases, promptly address existing problems, provide students with a high-quality practical learning environment, and stimulate their interest in learning, thus improving the quality of practical teaching.

5. Conclusion

In conclusion, against the backdrop of the new era, colleges and universities should seize the opportunity of the “Internet Plus” era, focus on the professional characteristics of cultural industry management, and actively promote the construction of practical teaching bases. They should enable AI to empower the construction of practical teaching bases, build intelligent practical teaching bases, and improve the practical teaching environment. Meanwhile, they need to deepen the integration of industry and education as well as school-enterprise cooperation, construct high-level on-campus and off-campus

practical teaching bases, and enhance the quality of practical teaching base construction. In addition, schools should strengthen the development of the teaching team for the cultural industry management major, improve teachers' practical capabilities, and enable them to contribute to the construction of practical teaching bases and the reform of practical teaching. They should gradually improve the management mechanism of practical teaching bases, build an "industry-university-research-application" development system, and collaborate with enterprises to deepen the development of emerging industries such as the integration of culture and tourism and intangible cultural heritage protection. Ultimately, this will contribute to the high-quality development of the cultural industry.

Disclosure statement

The author declares no conflict of interest.

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